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ABSTRACT

Based on emergent literacy research, two components of reading and writing--the morning message and the writing process--were developed in a laboratory school kindergarten by teacher-researcher collaboration and later disseminated to both public and private schools through a project conducted for the Kamehameha Schools, a private school in Honolulu, Hawaii. In the morning message, the first activity of the day, the teacher and students read and discussed a simple message written on the board, thereby introducing various writing conventions. Process writing time, during which students were asked to write the teacher a message, followed the morning message, and consisted of three phases: pre-writing discussion, writing and conferring, and sharing. The acceptance of illustrations and inventive spelling stressed the communicative nature of writing. Both of these reading/writing activities were implemented in 16 classrooms, and results illustrated different patterns of implementation, leading to the conclusion that activities are modified to fit within the constraints of each classroom setting. (A table of recorded writing activities and examples of students' illustrations/writings are included.) (MM)

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CENTER FOR THE STUDY OF READING

A READING RESEARCH AND EDUCATION CENTER REPORT

Technical Report No. 415

RESEARCH TO PRACTICE: INTEGRATING READING AND WRITING IN A KINDERGARTEN CURRICULUM

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Abstract

This paper describes the development of classroom activities both within a laboratory school setting and during a dissemination phase in public and private schools. The activities, based on emerging literacy research, integrate reading and writing at the kindergarten level. The process of teacher-researcher collaboration is presented as part of the initial development of the morning message, a daily blackboard lesson, and the writing process approach. The activities were subsequently implemented in 16 classrooms. The dissemination phase results illustrate different patterns of implementation. These findings lead to the conclusion that activities are modified to fit within the constraints of each classroom setting. Differences in implementation appear to be related to the characteristics of the activity itself indicating that task demands as well as classroom constraints must be considered as research based activities are installed in real world classrooms.

RESEARCH TO PRACTICE: INTEGRATING READING AND WRITING IN A KINDERGARTEN CURRICULUM

Introduction

This paper will describe how two components of reading and writing, the morning message and the writing process, were developed in a laboratory school kindergarten and then later disseminated to public and private schools. The two will be discussed separately, beginning with the research findings that provided the rationale. This will be followed by a description of their use and development in the lab school classroom, and then the results when they were disseminated.

The Project

This work was conducted for the Kamehameha Schools, a major private school in Honolulu, Hawaii, at the Center for the Development of Early Education (CDEE). The Kamehameha Elementary Education Program (KEEP) is a language arts program which was specifically developed to increase the reading achievement of educationally at risk Hawaiian and part Hawaiian students. The program focuses primarily on reading comprehension. KEEP was initially developed in the laboratory school at CDEE. After a five-year period, when achievement results had been consistently attained near national norms (Tharp, 1982), the program was disseminated to public schools that enroll a high proportion of Hawaiian and part Hawaiian children who are educationally at risk. It is currently being used in over 70 public elementary school classes across the state of Hawaii.

Recently, writing instruction was added. The program was originally developed for first through third grade classes. In 1981, teachers and curriculum developers began to work on a program in a laboratory school kindergarten classroom which would allow teachers to integrate reading and writing with current research on early literacy (Crowell, Kawakami, & Wong, 1986).

This kindergarten curriculum included parts of the standard KEEP program and in addition, writing process activities (Graves, 1983), large group story reading sessions (Kawakami, 1984), and the morning message (Kawakami & Wong, 1986), a unique activity developed to integrate the teaching of reading and writing. This kindergarten curriculum had been developed collaboratively by a lab school teacher and two curriculum researchers during a period of 2 years. The work was shared and discussed in seminars with other teachers and CDEE staff but limited to this single classroom as a research and demonstration class. In 1984, an interdisciplinary coordinated research project was formed to examine various aspects of the kindergarten program in both lab and public schools (Farran, 1985). The Kindergarten Project Team study provided the opportunity to examine the dissemination of these two recently developed reading and writing activities.

The Morning Message in the Lab School

Research by Taylor (1983), Heath (1983), Anderson, Teale, and Estrada (1980), Teale (1982), and Snow (1983) suggests that experiences utilizing literacy in meaningful communication is critical in developing a child's awareness of the usefulness of literacy and a desire to participate in this system. Much of this work includes detailed accounts of observations of children being introduced to reading and writing in the home environment. Examples include notes left on the refrigerator or invitations to birthday parties. Bedtime story reading, note and letter writing, and sign making help the child to

become aware of the value of reading and writing as a natural and necessary form of communication. The morning message was developed as a school activity that would demonstrate the processes of reading and writing as a part of the classroom communication system.

The morning message was developed using research information, classroom observation, suggestions, and negotiations. Even in the best collaborations, a classroom is always the domain of the teacher. Researchers strove to become informed and influential participant observers. They met once a week to discuss both what they had observed in the classroom and the teacher's concerns.

The teacher and researchers developed the morning message, planning to modify it as it evolved through observation and discussion. Each meeting began with proposed agenda items and a review of the previous week's notes. Discussions were often based on the morning message itself and the teacher's goals for it. Often the discussion would bring to mind a research article or paper that would be circulated and read before the next group meeting. At times, researchers' feedback on the students' reactions to the morning messages was especially helpful in evaluating modifications to the routine.

The morning message, the first activity of the day, was deliberately structured to demonstrate the importance of reading and writing in the classroom. The whole class was seated on the floor while the teacher took attendance and conducted a short blackboard lesson. This unremarkable activity accomplished the business routines of roll call, morning circle, and calendar discussion, and was modified to maximize opportunities for the children to participate in integrated reading and writing classroom communication.

After the teacher took attendance and added another date to the calendar, she wrote the date on the board. Children were encouraged to read along or chime in as she spelled out letters and numbers while she wrote. In addition to writing the date, early in the school year when many of the children could read only a few words, she also wrote a simple sentence which gave them information about something that was of interest to the class that day. In September she wrote:

Today is Thursday, September 17, 1984.
We will go to art class today.

The teacher encouraged the children to read along with her, identifying letters and words. She led the class in fluent reading and discussed the message of the written text. When problems in decoding occurred, the teacher and children worked together to use context and phonics cues to identify words and develop meaning. The children were actively involved in the process of written communication.

As the year progressed, the messages became more complex in order to maintain an appropriate instructional level. In December of the first year, after the message had been written and read, one of the children raised his hand and announced to the class, "If you take the 'e-r-s' away from Founder's you have the word 'found'." This revelation had been taken from a message about the school's Founder's Day program. This student's observation was to become the topic of the teacher-researcher collaborators' group discussions for a few weeks. The discussion included notions regarding the zone of proximal development (Vygotsky, 1978), the writing process approach (Graves, 1983), and emergent literacy (Clay, 1977; Holdaway, 1979; Mason, 1981). These discussions and the insights of the teacher resulted in the second phase of the morning message, the focus on conventions of writing.

The morning message became an activity that presented reading and writing as an integrated process. The simple morning business routine had become an instructional event, based on principles of emergent literacy research. The teacher found herself planning morning messages which would make students aware of conventions of writing. Children's written pieces suggested the need to present specific techniques. Instructional goals were also taken from the scope and sequence chart of the KEEP reading program. The message then became a means of teaching emerging literacy skills by bringing components from a formal reading program into a meaningful context for direct instruction.

As the year progressed, the teacher added a second phase, focusing on developing the children's awareness of the writing process. In January, the following message was written:

> January 9, 1985
>
> Today is Wednesday. Don't forget your art aprons before recess. We also have music at 2:00. Did you have a nice time with Miss Murakami?

As she wrote the message, the children chimed in and read the words. When she had completed the message, the teacher and children read it together. Next, she asked the class if they noticed any interesting things about the written message. Children went to the board and pointed out upper and lower case letters, identical words, plural forms, contractions, question marks, and periods at the end of sentences. Each example was underlined and discussed. This second phase of the morning message routine gave the teacher and the students opportunities to discuss the kinds of things to which a writer needs to attend in constructing a written message.

In April, the following message was written:

> April 17, 1985
>
> Good Morning. It's Wednesday, an art day. There's no music at 1:30 today because we are invited to a Spring Fling. Older boys and girls will be dancing and jumping rope. Please be on your best behavior.

The children watched and read along. The teacher guided the reading, introducing comprehension strategies as needed to understand the message. Children then proceeded to call attention to the following conventions of writing:

1. The contraction it's means it is.
2. The letter s in boys and girls makes these words plural.
3. The root word day is in Wednesday and today.
4. The word be is found twice in the message.
5. Spring and Fling rhyme.
6. The word endings *-ed*, *-ing*, and *-er* are used in invited, dancing, jumping, and older.

The morning message activity had become an instructional activity that remained appropriate throughout the kindergarten year by adjusting to levels of the children's development, thus adhering to Vygotskian principles, while teaching from a text that was a natural part of the communication system in the classroom, and so integrating written with spoken language.

During the final year of work in the lab school classroom, videotapes of the morning message were made in September, January, and April. These segments were used in a training tape (Kawakami & Wong, 1985) for teachers who were interested in learning about the morning message. The teacher and one of the researchers began leading discussions about the morning message and sharing the ideas with other kindergarten teachers and researchers.

The Writing Process Approach in the Lab School

When we began to teach writing in kindergarten, work had been done on the writing process approach with first graders by Graves and Hansen (1983). Writing and drawing by young children had been observed in home-based studies by Clay (1982), Taylor (1983), and Dyson (1984). Jane Hansen visited the lab school and demonstrated pre-writing discussion and conferring with small groups of children and adults but there were no guidelines for teaching beginning writing to children in kindergarten. We decided to use the writing process approach because it could be adjusted to the levels and needs of our children. In our classes, we were occasionally faced with children who had no idea about the difference between a letter and a jagged line. Some children did not have the fine motor coordination required to make a pencil or crayon follow the route that they intended. With these types of children in mind, we began to try to understand the principles of the writing process approach and to modify them to fit these kindergarten children.

Constructing appropriate procedures for the writing process approach in kindergarten was a more difficult task than it was for the morning message. By allowing the children to compose their own written message, the teacher and researchers were put into the position of having to guide development at the child's pace. The writer, not the teacher, determined the text for instruction. The major problem was to provide instruction with each child's message, be it scribbles, pictures, or pages of sentences written in inventive spelling. Many unexpected issues were addressed while modifying the writing process approach for kindergarten.

The collaboration team continued meeting and discussing ideas about the writing process simultaneously with discussions about the morning message. Issues included topic choice, conferring, dictation, inventive spelling, publication, and author's chair. Each issue was resolved by tinkering with existing procedures under close observation, discussing the goals and outcomes for each strategy, and after a number of these cycles, deciding on a procedure that seemed to best meet the goals of the classroom and be consistent with the research on literacy.

Children were encouraged to talk and write about topics of their choice. Although early in the first year the children had been assigned topics for writing, occasionally, they did not have information to write about these teacher-selected topics. In other instances, the children wanted to write about personally relevant experiences. After a few months, child-generated writing topics prevailed during the pre-writing discussion period, and topics chosen by the children replaced those that had been assigned by the teacher.

Strategies for conferring with children during the writing period needed to follow a consistent strategy that supported the development of writing. Without guidelines, the three adults in the room had been giving the children inconsistent and confusing feedback. Common conferring procedures were developed that could be used for children whose writing spanned a wide range of competence. The following four steps were sufficient:

1. Focus on the message or the meaning of the piece.
2. Make a statement about the child's knowledge of the writing process.
3. Elicit additional information from the child about the topic.
4. Close each conference with an encouraging comment.

Guidelines were established for coaching children with their writing. We found the following four guidelines to be most effective.

(1) Inventive spelling procedures and the use of environmental print were encouraged. Initial and/or final consonant sounds used in conjunction with a blank line seemed to be the easiest beginning for labeling pictures and constructing words. As the children became more familiar with sound-symbol relationships, they began filling in more letters and eventually could manage to write a few words in conventional spelling. Written labels, charts, and books also became a resource for correctly spelled words.

(2) Verbatim dictation was banned. The issue of adults writing the children's message on paper had arisen very soon after we began. Dictation often resulted in lengthy text that made no sense at all to the children later. We decided that if the child had started writing some words and was aware of a sound-symbol relationship, adults could write standard spelling on a piece of paper. Located below the child-written text, this would provide a model of standard spelling and therefore should enhance writing development.

(3) Standards set for book publication varied to meet individual needs. When a child had written a piece that contained enough information to be turned into a book, classroom publication occurred. Many of the kindergarten children were not able to construct three sentences in one piece to meet the criterion for publication that many first grade classes use. We set an initial kindergarten criterion of allowing publication of picture books if three objects were labeled. For more advanced children, three sentences which were related to a main idea were required for publication. As the year progressed, the criterion for publication increased in complexity and only a few children continued to label pictures throughout the year. The range of written pieces is evident in Figures 1, 2, and 3 showing books published in April.

[Insert Figures 1, 2, and 3 about here.]

(4) Sharing of children's writing must feature the most and the least advanced pieces of writing in the class. Adults in the lab school classroom had often been overly impressed by the complex writing of a few star students and had focused author's chair on their sentences and elaborate illustrations. It was important to remember that children progress at different rates and each child needs encouragement. A wide range of writing pieces was included during sharing time. Barely recognizable pictures which had taken 20 minutes of effort received just as much attention as

published books with five pages. The content of the teacher's praise went back to the basic conferring strategy of focusing on the meaning of the message and the effort that was put into the communication.

After these guidelines for conducting kindergarten writing periods were developed came the task of communicating the ideas. Seminars and workshops on the concepts underlying the writing process approach were presented. Lists of necessary writing materials and supplies were distributed, and videotaped examples (Kawakami & Wong, 1986) were compiled showing the phases of the writing period. These efforts were made to provide information on implementation of process writing in kindergarten.

Process Writing Sessions

Process writing time followed the morning message and was initiated with a request for children to write the teacher a message on paper. Writing time was divided into three phases: pre-writing discussion, writing and conferring, and sharing. The writing period lasted about 35 minutes.

The pre-writing period usually began with a discussion of topics that children wanted to write about. The class was seated together on the carpet, facing the chalkboard. The teacher asked for ideas that the children wanted to include in a message to her, stressing the communicative nature of writing. The teacher generated enthusiasm for unique ideas and asked children for suggestions on how they could convey their ideas on paper, for example, using the chalkboard to demonstrate inventive spelling or to look for print in the classroom to aid conventional spelling. Because there were some children who were not yet able to write letters and words, the teacher was always careful to talk about illustration as an acceptable form of communicating ideas. After about a 5-minute discussion, writing booklets were handed out to the children.

When the writing books were handed out, children went to their seats. Some drew pictures and wrote letters and names next to the pictures. Others barely managed to control a crayon enough to render a recognizable picture. The teacher circulated around the classroom; each piece received admiration and sincere interest. She always focused first on the message of their piece and the communication of ideas. A secondary focus was on the mechanics of writing, a final comment usually encouraged them to keep working until the end of the period. Each day, about 20 minutes were spent with the children actually writing.

At the end of the writing time, the class gathered on the carpet for the sharing time. Basic procedures for the "Author's Chair" (Graves & Hansen, 1983) were followed. The teacher was careful to select pieces that displayed a range of writing levels. Early in the year, pieces included scribbled pictures and letter-like forms as well as recognizable labeled pictures. Later in the school year, pieces included labeled pictures representing important events that the child wanted to write about, as well as a number of sentences with illustrations which often were "published" as books. Throughout the year the writings within the class displayed a wide range of sophistication. This sharing period usually lasted about 10 minutes.

The Writing Process and Two Children

The following comparison of two children illustrates how process writing was incorporated into the classroom in ways that were appropriate to the variability in children's writing development.

In September, Jay produced a picture resembling a house (see Figure 4). When the teacher asked him about his message, he said that it was his house. The teacher responded by telling him that his piece showed that he knew that pictures and lines can give people a message on paper. She then praised the effort that he had made and encouraged him to continue.

[Insert Figure 4 about here.]

At the same time, the teacher also conferred with Misty (see Figure 5). Misty said that her piece was about a birthday party at Noel's house. The teacher acknowledged Misty's skill in labeling with the beginning, middle, and ending sounds in the words "balloon" and "table." She also encouraged Misty to add more to the piece.

[Insert Figure 5 about here.]

Throughout the year, the children acquired more and more writing skills. In February, Jay wrote his first piece with complete sentences (see Figure 6). He was determined to write three sentences so that he could "publish" a book. He copied the first sentence from the morning message. He pondered over the word "fish;" suddenly he stood up and dashed to the library corner. There he added a figure of a fish and then wrote "FISH" into his sentence which read, "I like to fish." He completed his piece with, "After I went to Pizza Hut." His piece showed that he knew that sentences were comprised of words, and also that he could use inventive spelling and environmental print. On the same day, Misty wrote "Our school has new fishes from science, because Miss Viser bought the fishes at the store" (see Figure 7). This wide difference in sophistication of written products continued throughout the year.

[Insert Figures 6 and 7 about here.]

Results and Discussion of Dissemination Phase

The Kindergarten Project Team study evaluated the implementation and modification of classroom activities which comprised the curriculum.

Logs of classroom observations and meeting notes had been the sources of information during the development phase. In order to monitor the implementation of recently developed kindergarten activities in classrooms during the dissemination phase, the Teacher Checklist of Kindergarten Classroom Activities (Kawakami & Oshiro, 1985) was devised. Data from the checklist described the sequence and format in which activities were implemented. First teachers were asked to review and contribute to a list of activities commonly found in kindergarten classes. This list formed the categories for observation. Teachers were also asked to indicate common classroom organization schemes comprising the contexts of instruction. Thus teachers' input was instrumental in developing the checklist for reporting the classroom activities during a one-week period each month of the school year. During the first data collection period, researchers were present in classrooms to answer questions about procedures for completing the checklist. At that time a few more activities were added to the list and revised definitions of classroom context were adopted.

The Morning Message in the Real World of the Public Schools

The Teacher Checklist of Kindergarten Classroom Activities provided information on the number of teachers who were using the morning message during the school year. Seventeen participating

teachers, 4 from the lab school and 13 from public schools, were implementing the standard program and other optional activities. Sixteen teachers reported using the morning message as a whole class activity throughout the year. One teacher implemented morning message as a large group activity in all but one reporting period. During that period, it was used for small group instruction. This activity seemed to have transferred quite easily to many different classrooms.

In addition to the checklist data, classroom observations and demonstrations provided opportunities to note modifications which took place in the public schools. A curriculum specialist presented the morning message in whole group workshops at the beginning of the year, in demonstrations in each of the classrooms as the year progressed, and via videotape training tapes (Kawakami & Wong, 1985; Kawakami & Iwahashi, 1985). The teachers at different sites continued to change the process to suit their needs. One teacher added the use of colored chalk to highlight and teach letter formation and discrimination early in the year. This idea was shared and eventually used widely to color code different types of letters, word forms, and grammatical structures. Another innovation included writing the message on chart paper. This allowed teachers to refer to messages written early in the week as events occurred. Parts of these messages were also used as homework for children to take home and read to their families. It had become an activity to reach from the school into the home.

Writing Process Activity in the Real World of the Public Schools

In the Teacher Checklist of Kindergarten Classroom Activities, the three phases of the writing sessions were listed: pre-writing discussion, writing, and author's chair. Teachers were asked to indicate whether the instruction was a whole class activity, small group direct instruction, or independent center assignment. The results of the checklist are presented in Table 1.

[Insert Table 1 about here.]

During every reporting period, at least 11 of the 17 classes reported all three components present. There was a gradual increase in implementation, from an average of 13 in September to 15 classes in March. Another change is that in the beginning of the year, most of the teachers conducted writing as a whole class activity. Later in the year, some teachers had the writing phase take place at independent centers and in small groups.

The writing process approach to writing in kindergarten which was developed in the lab school did not transfer intact to the "real world" of public school classrooms. Public school teachers reported that it was an exciting idea but difficult to maintain. Progress in writing with the process approach was difficult to observe. Teachers reported difficulty in managing to circulate and talk with all of the students during a single writing period. They would occasionally become impatient and discouraged over the apparent lack of progress that some of the slower students displayed. During conferring, it was often difficult to say something meaningful and encouraging about squiggles and other forms of beginning writing.

Many of the problems which were reported seemed to occur among teachers who lacked specific goals and strategies to use with children who were at different stages of writing development. A large number of teachers requested information on appropriate responses to specific pieces of writing. In retrospect, these requests, while they appeared to center on the form of students' written texts, were actually indications that teachers needed information on the principles of instruction and the key features of child-written text. One solution was to shift the writing periods into small group contexts. Teachers who shifted writing into the direct instruction context maintained that pattern and

occasionally scheduled writing time as independent center work. Although in a few classes the actual writing took place in small groups, in most of the classes the pre-writing discussion and the author's chair continued as large group activities.

Summary of Dissemination Results

The results for both the morning message and the writing process suggest that activities developed in a lab school did not transfer intact to public school classrooms. Both activities had to be modified to fit teaching styles and routines.

The morning message was easily installed in many classrooms. There, teachers made minor modifications to fit the morning message into their classroom routines. Its easy assimilation was due to a number of factors. First, the morning message provided a fresh approach to a familiar routine. Second, teaching objectives and goals for the morning message lesson were drawn from the structured language arts program and emergent literacy. Teachers could teach familiar skills within a meaningful communicative activity. A final reason for the ease of implementation was the fact that the morning message consisted of the familiar routine of teacher-provided text and student responses. The task demands for teaching morning message were not very different from many other classroom routines.

Process writing in kindergarten was a new activity and implementing it was not as easy. Most kindergarten classes had not included written composition as part of the curriculum and the goals of the writing process activity had not been clearly spelled out. During the development of the writing process approach for kindergarten, the teacher and researchers had to struggle with many of the issues that became topics for discussion in the public school classes. Unfortunately, an efficient method of working through those issues on a class by class basis had not been developed at the beginning of the dissemination phase. Successful writing process periods depended on the teacher's understanding of the long-term course of writing development and principles of instruction.

Unfortunately, this requirement raises the perennial problem of presenting child-centered literacy activities within the culture of a school that views progress in terms of scope and sequence charts and standardized tests. The literature on writing development suggests that there are many different paths and sequences for acquiring competence in writing (Dyson, 1984). Hence, we were reluctant to lay out anything that could be misconstrued as a scope and sequence chart for writing development. Our reluctance is based on the very real possibility that teachers would teach these objectives to every child in a fixed sequence. Our more flexible model of teaching for the writing process activity was almost revolutionary. Within each writing period, teachers had to base writing instruction on many different unfamiliar child-generated texts.

Curriculum Research and Policy Implications

This paper has described the development of two kindergarten activities integrating reading and writing which were based on emergent literacy research. In the lab school, collaborative development of the morning message and the writing process approach for kindergarten provided the basis for introducing these activities into public school classes. The data on implementing them in public school classrooms suggest that different types of in-service training may be necessary. The morning message was easily and quickly accepted and adapted by virtually all of the teachers. The writing process and morning message were disseminated with similar consultative support but teachers

actually may have required a different kind of support in writing process, one centered on principles of instruction rather than demonstrations of techniques.

The morning message seems to be easily adapted to the routine of many classrooms as an extension of the morning business time. As in most instructional situations, the text is a message controlled by the teacher. It is often constructed with various objectives in mind in order to provide opportunities for instruction within a meaningful context. Teachers can use the morning message by combining the goals of a structured reading program and the insights from recent research on literacy development. It provides a fresh approach to a familiar routine with teacher provided text and student responses.

The writing process activities, however, seem to require further examination. In kindergarten classes, writing to communicate is rather uncommon. During the actual writing period, the teacher must recognize the strengths of each child's piece and lead him onward by gentle questioning and encouragement. This requires teachers to react and respond to each child in a manner that cannot be planned ahead. Teachers needed to understand the principles of instruction and recognize the manifestations of writing development. Because of the various stages of writing development present in any one class, teachers were required to contend with instructional materials (each child's writing) on many different topics and at many different levels of expertise. Finally, writing instruction, unlike most instructional sequences, is based on a model of teaching which starts from the drawing or the written text constructed by each child.

In the laboratory school class, over the course of 2 years, three adults observed and worked with children's writing. During this time, they developed a set of goals and benchmarks of writing progress for kindergartners and were able to identify some basic strategies for instruction. Beyond the experimental setting, however, teachers who were able to implement this writing activity throughout the year encountered some difficulty using the information and strategies which had been developed. Implementation might have been made easier with a more comprehensive program of in-service training that provided systematic information on principles of instruction for developing writing skills and general strategies for conferring and selecting pieces for sharing.

In the public schools, some teachers and curriculum researchers who participated in the kindergarten project managed to use or adapt the laboratory school approaches. They helped us realize that further work is needed on both the content of activities and the process of developing appropriate training and support to match the task demands of the activities. Curriculum development must also include a closer look at task demands. If research is to find a place in a real world classroom, researchers must expect and facilitate development of practices that transfer the activities from laboratory school to public school classrooms. Training and support services must be provided to address many of the concerns that arise because we assume a curriculum must be adapted for different classroom needs. Continued collaboration on these issues should help to make the transition from research to practice a smoother one. Collaborative curriculum development cannot end at the laboratory school. Task demands of the activities must be considered in terms of the teacher's role as well as the children's performance.

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Table 1

NUMBER OF CLASSROOMS
REPORTING WRITING ACTIVITIES ON TEACHER CHECKLIST
OF KINDERGARTEN CLASSROOM ACTIVITIES

	SEPT.			OCT.			NOV.			JAN.			FEB.			MARCH			APRIL		
	L.	S	I	L	S	I	L	S	I	L	S	I	L	S	I	L	S	I	L	S	I
PRE-WRITING DISCUSSION	14	0	0	13	0	0	13	2	0	13	1	0	16	0	0	15	0	0	13	2	0
WRITING	14	0	0	14	0	1	15	3	0	13	2	1	13	2	1	14	1	3	11	3	2
SHARING/AUTHOR'S CHAIR	11	0	0	13	0	0	15	0	0	13	0	0	14	0	0	16	0	0	11	1	0

L. = Large group
S = Small group
I = Independent center

Figure Captions

Figure 1. Things I Like by Chris

Figure 2. Bigfoot by Danie

Figure 3. Easter by Krist

Figure 4. Jay (September, 1984)

Figure 5. Misty (September, 1984)

Figure 6. Jay (February, 1984)

Figure 7. Misty (February, 1984)

Figure 1

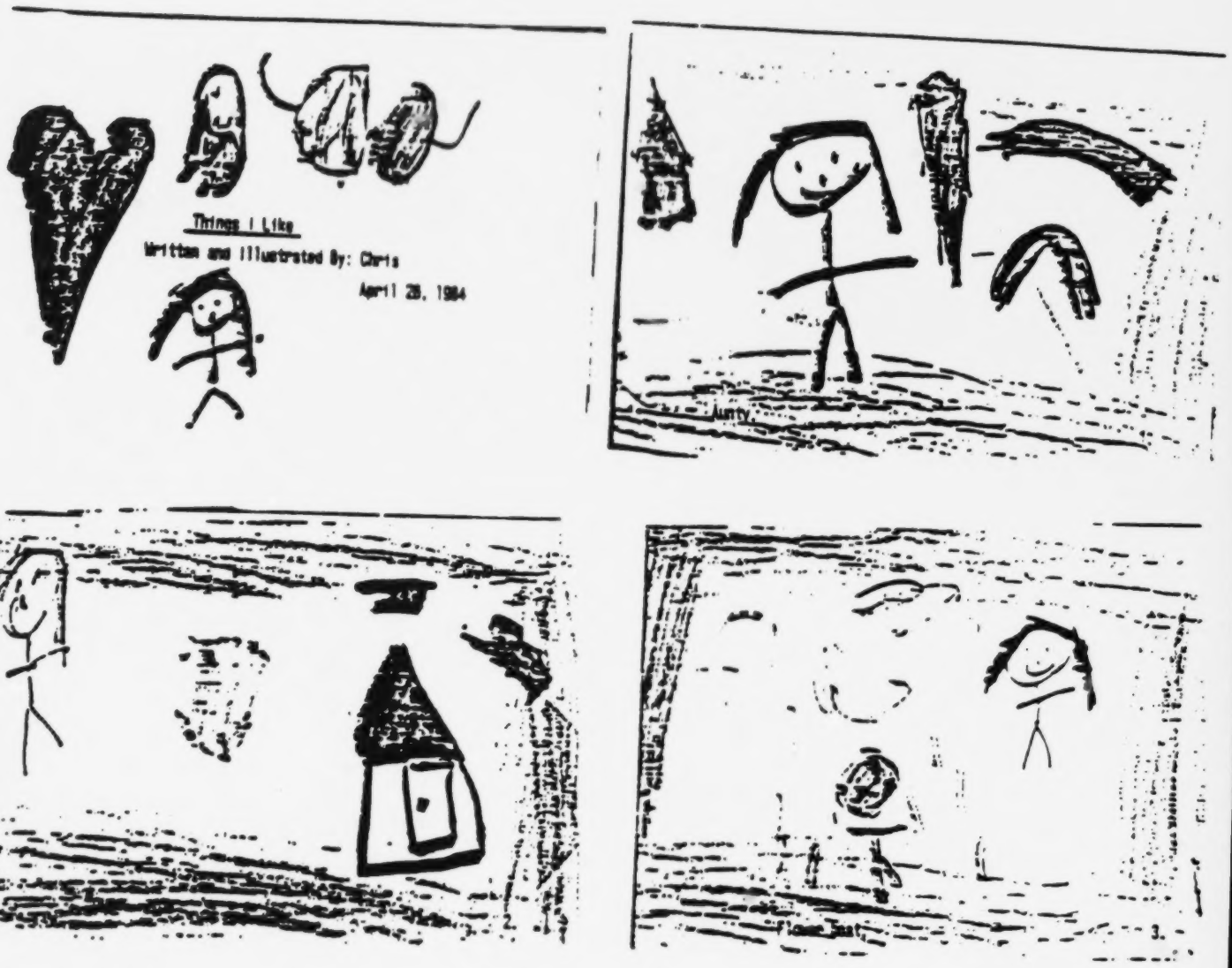

Things I Like
Written and Illustrated By: Chris
April 28, 1984
Aunty.

Figure 2

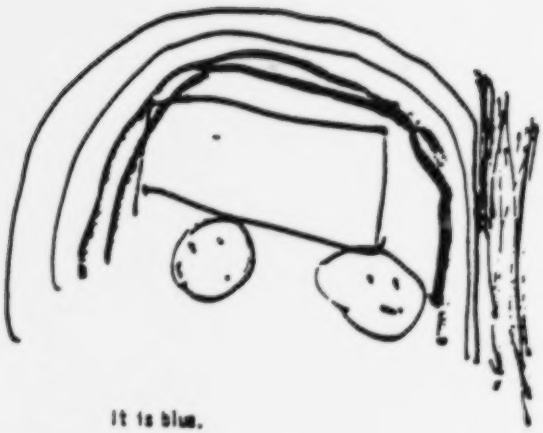
Bigfoot

Written and illustrated By: Dania

April 25, 1984

I have a bigfoot.

1.



It is blue.

2.

I like my bigfoot.

3.

Figure 3

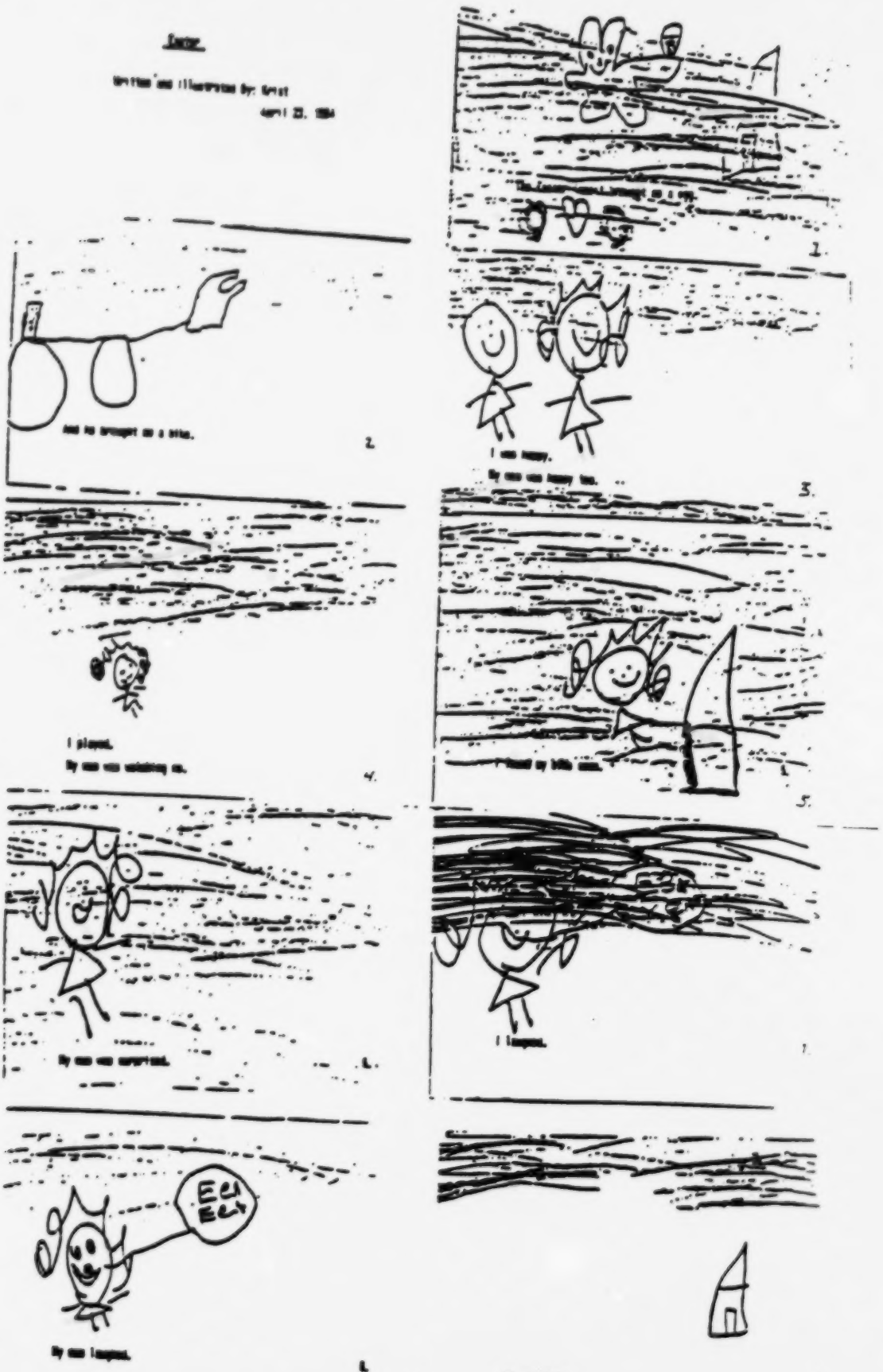


Figure 4

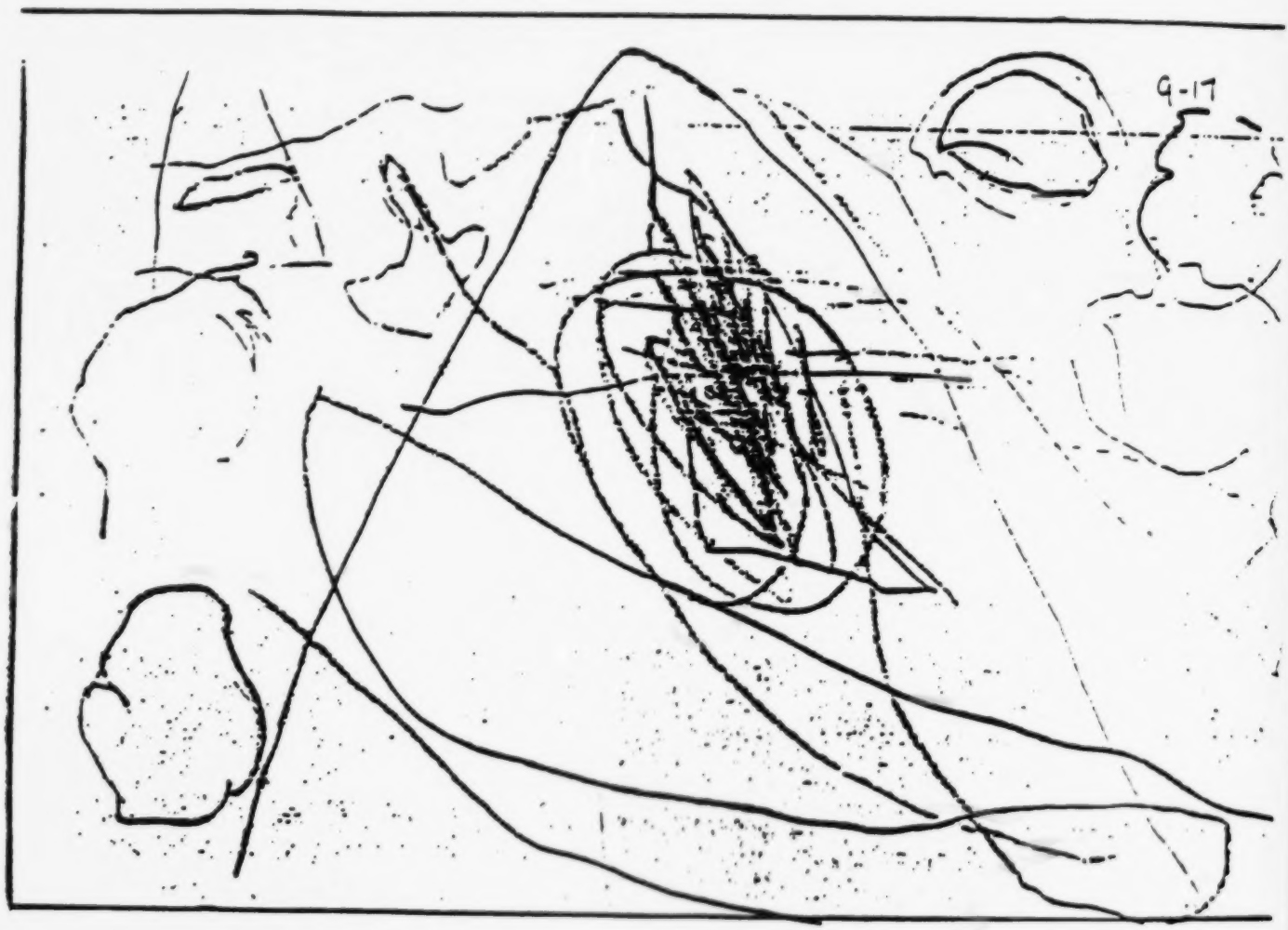


Figure 5

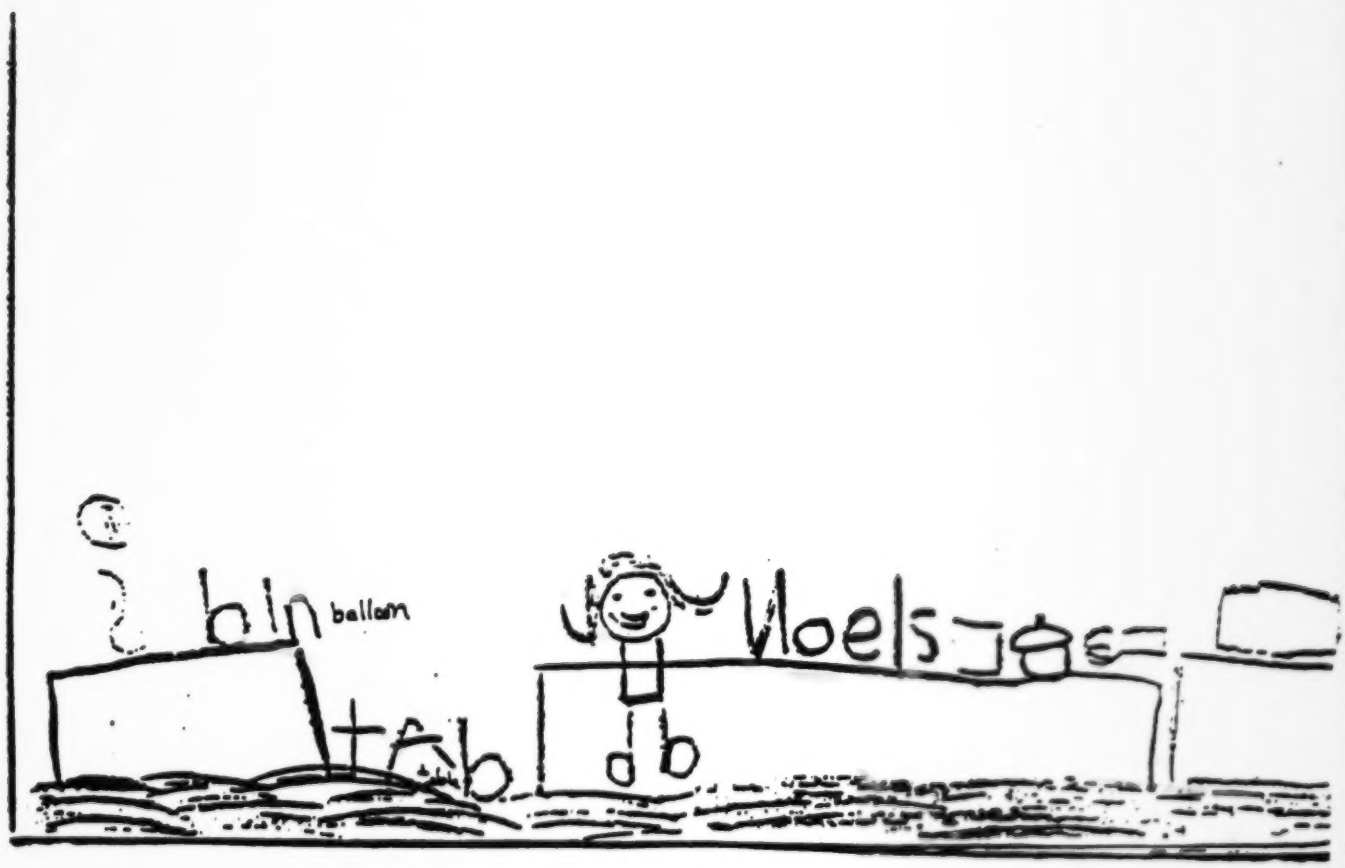


Figure 6

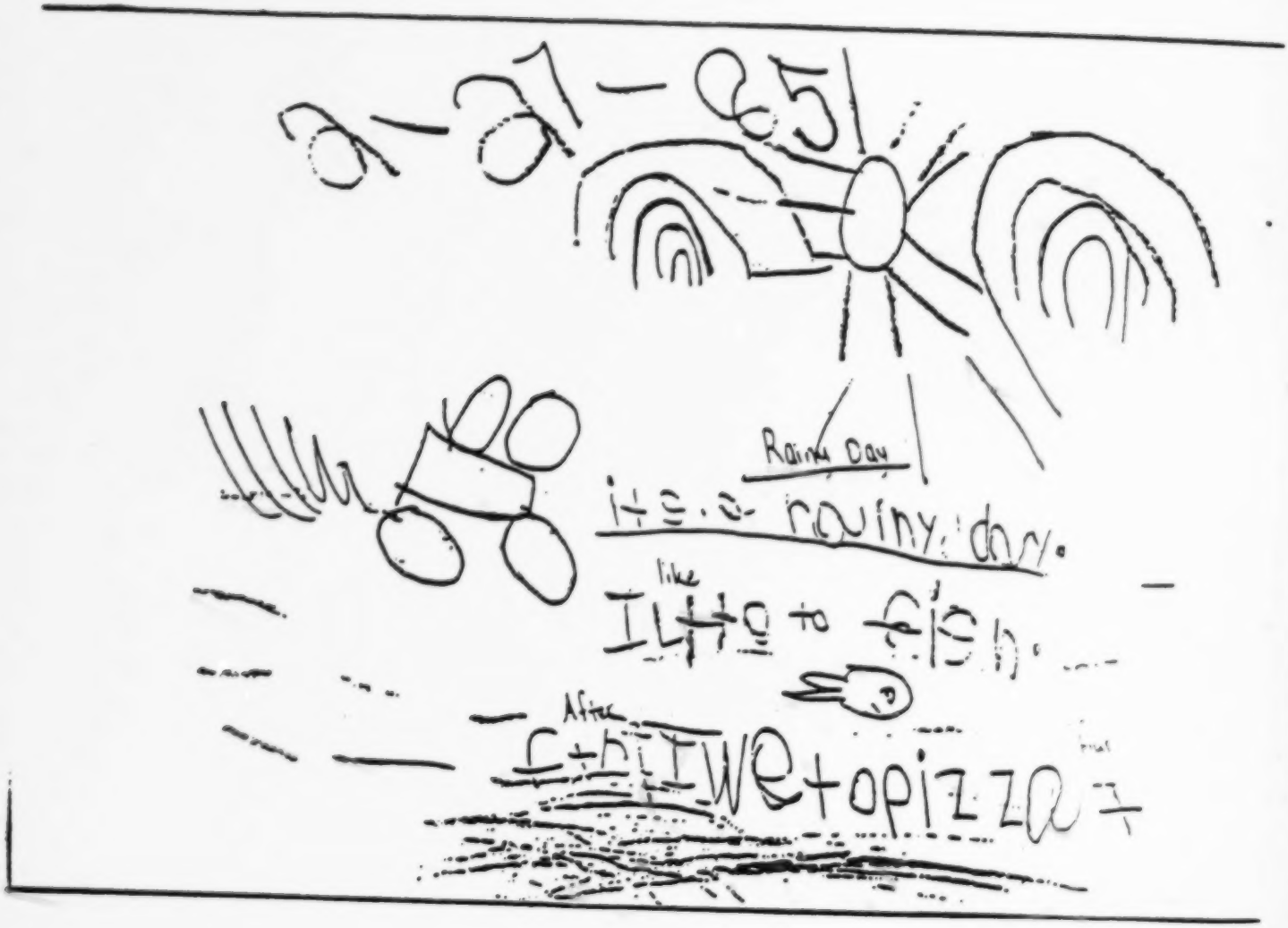
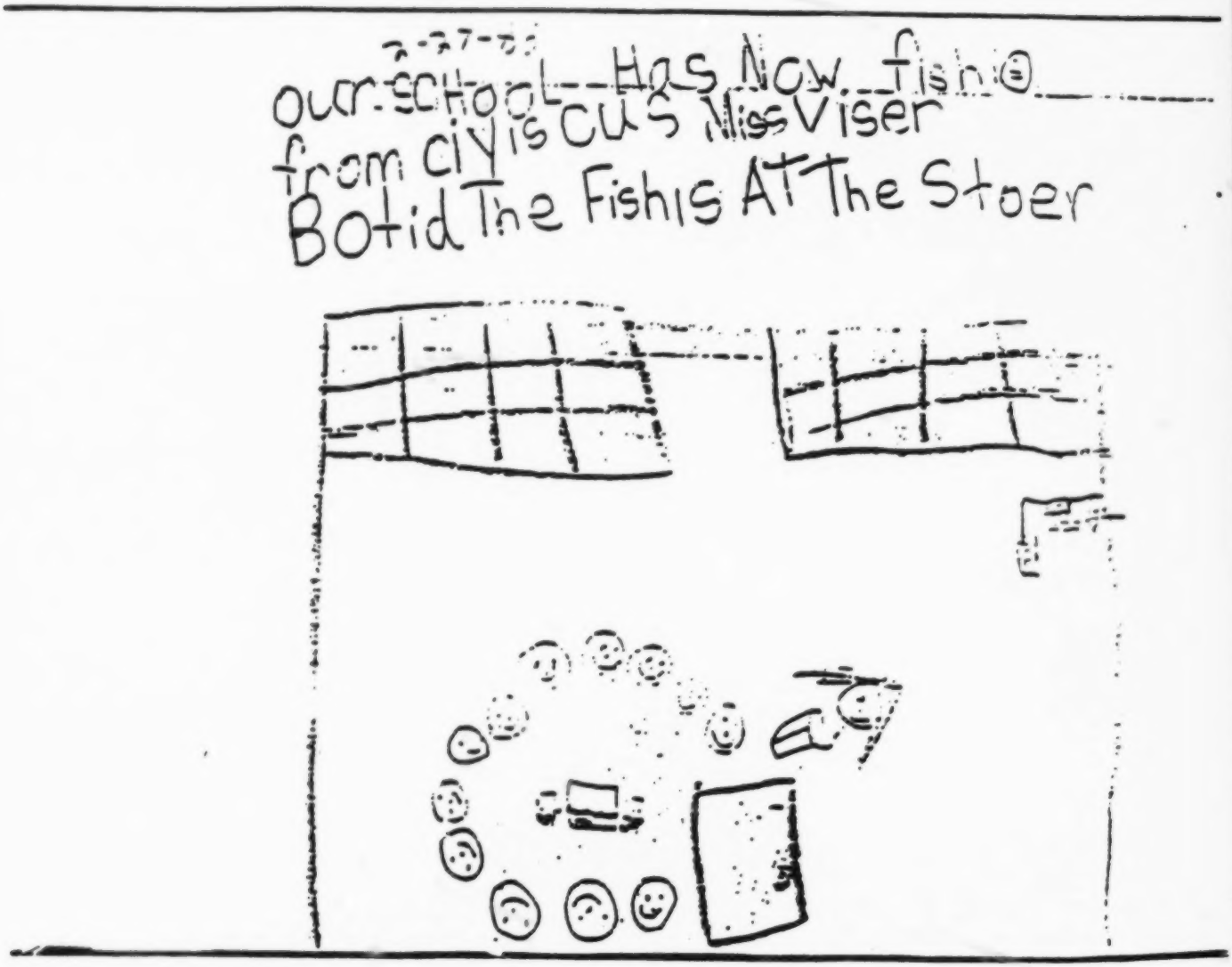


Figure 7


our School Has Now fish
from CIY is CUS Miss Viser
Botid The Fish is AT The Stoer